

Merrywood Elementary

100 Merrywood Road
Greenwood, South Carolina 29649

Grades	PK-5 Elementary School	
Enrollment	470 Students	
Principal	Patricia D. Vahjen	864-941-5700
Superintendent	William P. Steed, Ed.D.	864-941-5400
Board Chair	Dru James	864-223-1878

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	57	31	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	Yes

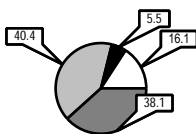
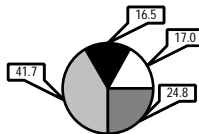
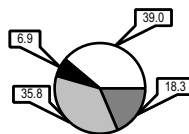
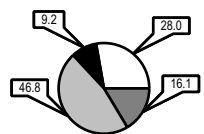
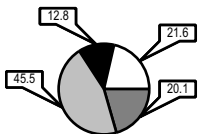
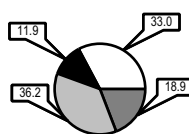
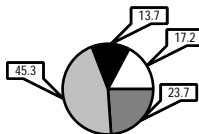
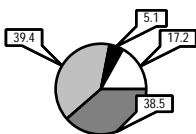
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	234	100.0	14.5	40.5	37.7	7.3	55.5	Yes	Yes
Gender									
Male	120	100.0	17.7	39.8	34.5	8.0	51.3		
Female	114	100.0	11.2	41.1	41.1	6.5	59.8		
Racial/Ethnic Group									
White	130	100.0	7.1	34.1	50.0	8.7	71.4	Yes	Yes
African American	95	100.0	24.4	48.8	22.1	4.7	33.7	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	192	100.0	12.0	39.9	42.1	6.0	59.6		
Disabled	42	100.0	27.0	43.2	16.2	13.5	35.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	234	100.0	14.5	40.5	37.7	7.3	55.5		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	100.0	14.0	40.5	38.1	7.4	55.8		
Socio-Economic Status									
Subsidized meals	114	100.0	25.7	47.5	23.8	3.0	33.7	Yes	Yes
Full-pay meals	120	100.0	5.0	34.5	49.6	10.9	73.9		

Mathematics – State Performance Objective = 36.7%									
All Students	234	100.0	15.5	42.3	24.5	17.7	59.1	Yes	Yes
Gender									
Male	120	100.0	14.2	44.2	23.9	17.7	61.1		
Female	114	100.0	16.8	40.2	25.2	17.8	57.0		
Racial/Ethnic Group									
White	130	100.0	4.8	35.7	32.5	27.0	75.4	Yes	Yes
African American	95	100.0	31.4	51.2	12.8	4.7	36.0	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	192	100.0	11.5	43.2	26.8	18.6	62.8		
Disabled	42	100.0	35.1	37.8	13.5	13.5	40.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	234	100.0	15.5	42.3	24.5	17.7	59.1		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	100.0	15.3	41.9	24.7	18.1	59.5		
Socio-Economic Status									
Subsidized meals	114	100.0	28.7	55.4	11.9	4.0	35.6	Yes	Yes
Full-pay meals	120	100.0	4.2	31.1	35.3	29.4	79.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	234	100.0	38.2	35.5	18.2	8.2	26.4
Gender							
Male	120	100.0	38.1	35.4	16.8	9.7	26.5
Female	114	100.0	38.3	35.5	19.6	6.5	26.2
Racial/Ethnic Group							
White	130	100.0	21.4	38.9	27.8	11.9	39.7
African American	95	100.0	62.8	32.6	2.3	2.3	4.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	192	100.0	32.8	38.8	20.2	8.2	28.4
Disabled	42	100.0	64.9	18.9	8.1	8.1	16.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	234	100.0	38.2	35.5	18.2	8.2	26.4
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	100.0	37.7	36.3	17.7	8.4	26.0
Socio-Economic Status							
Subsidized meals	114	100.0	63.4	29.7	3.0	4.0	6.9
Full-pay meals	120	100.0	16.8	40.3	31.1	11.8	42.9

Social Studies							
All Students	234	100.0	25.9	47.3	15.9	10.9	26.8
Gender							
Male	120	100.0	24.8	49.6	15.0	10.6	25.7
Female	114	100.0	27.1	44.9	16.8	11.2	28.0
Racial/Ethnic Group							
White	130	100.0	15.9	42.9	25.4	15.9	41.3
African American	95	100.0	41.9	51.2	2.3	4.7	7.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	192	100.0	22.4	49.7	16.9	10.9	27.9
Disabled	42	100.0	43.2	35.1	10.8	10.8	21.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	234	100.0	25.9	47.3	15.9	10.9	26.8
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	100.0	26.0	46.5	16.3	11.2	27.4
Socio-Economic Status							
Subsidized meals	114	100.0	44.6	45.5	5.0	5.0	9.9
Full-pay meals	120	100.0	10.1	48.7	25.2	16.0	41.2

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	84	100.0	11.1	38.3	42.0	8.6	50.6
	4	79	100.0	19.0	44.3	36.7	N/A	36.7
	5	87	100.0	30.4	48.1	21.5	N/A	21.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	76	100.0	8.8	22.1	57.4	11.8	69.1
	4	77	100.0	21.9	43.8	31.5	2.7	34.2
	5	81	100.0	11.1	56.9	29.2	2.8	31.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	84	100.0	16.0	60.5	14.8	8.6	23.5
	4	79	100.0	17.7	41.8	24.1	16.5	40.5
	5	87	100.0	24.1	46.8	15.2	13.9	29.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	76	100.0	10.3	39.7	33.8	16.2	50.0
	4	77	100.0	19.2	41.1	23.3	16.4	39.7
	5	81	100.0	15.3	47.2	19.4	18.1	37.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	76	100.0	29.4	38.2	29.4	2.9	32.4
	4	77	100.0	41.1	37.0	15.1	6.8	21.9
	5	81	100.0	41.7	34.7	12.5	11.1	23.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	76	100.0	17.6	47.1	20.6	14.7	35.3
	4	77	100.0	26.0	54.8	13.7	5.5	19.2
	5	81	100.0	34.7	41.7	15.3	8.3	23.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 470)				
First graders who attended full-day kindergarten	97.5%	Up from 95.6%	100.0%	100.0%
Retention rate	5.1%	Up from 3.1%	2.9%	3.0%
Attendance rate	96.8%	No change	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.6%	Down from 6.9%	3.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.7%	Down from 5.3%	3.0%	3.2%
Eligible for gifted and talented	20.5%	Up from 19.9%	17.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.8%	Up from 10.0%	8.2%	8.2%
Older than usual for grade	3.0%	Up from 2.8%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 40)				
Teachers with advanced degrees	55.0%	Up from 46.3%	53.1%	52.6%
Continuing contract teachers	90.0%	Up from 82.9%	84.6%	83.3%
Highly qualified teachers	94.7%	Down from 97.1%	93.5%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	85.3%	Up from 83.9%	88.3%	87.0%
Teacher attendance rate	95.6%	Up from 93.1%	95.0%	95.0%
Average teacher salary	\$41,876	Up 7.7%	\$42,035	\$41,703
Prof. development days/teacher	13.9 days	Up from 13.3 days	12.8 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 17.4 to 1	19.3 to 1	18.8 to 1
Prime instructional time	89.1%	Up from 88.7%	90.0%	89.8%
Dollars spent per pupil*	\$6,095	Down 4.4%	\$5,966	\$6,242
Percent of expenditures for teacher salaries*	67.9%	Up from 66.7%	67.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	86.9%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The school year 2004-2005 was a year of academic achievement and challenges. Teachers and students were part of two major districtwide initiatives, "Balanced Literacy" and "Closing the Achievement Gap." These initiatives required intensive training prior to the opening of school and during the school year. As teachers received training in "Balanced Literacy," they implemented guided reading in their classrooms. Over fifteen thousand dollars was spent for books (leveled texts) for use in the classrooms by teachers with their students. These materials are now housed in the media center and have been added to the media center's computerized data base. The second initiative, "Closing the Achievement Gap," involved training, collegial planning, the development of instructional calendars, and the flexible grouping and regrouping of students in third through the fifth grade for an additional reading or math period three days a week.

At the school level, all of our teachers received training in "Write from the Beginning" which is a writing program based on students using graphic organizers called "Thinking Maps." Both of these programs start in kindergarten and present additional concepts at each succeeding grade level. The teachers are very enthusiastic about the growth they have seen in students' writing. We are especially pleased and proud that one of our fifth grade students was the district winner in the Lieutenant Governor's Writing Contest.

We also want to congratulate two of our teachers, Julie Driver and Marcie Long, for receiving their National Board Certification. We would like to recognize Dianne Calvert as Merrywood's Teacher of the Year and Beth Sugden as Wal-Mart's Greenwood Teacher of the Year.

A review of Merrywood's year would not be complete without mentioning our wonderful, supportive parents. Our PTO purchased two new pieces of playground equipment for our students. They also purchased a laminator for our teachers and purchased items requested by teachers for their classrooms. We also need to extend our thanks to them for their continued support of our children, our teachers, and our school community. Attending parent teacher conference and other school-wide activities, fundraising for materials and equipment, providing meals and surprises in mailboxes for teachers, supporting incentives (Accelerated Reader, incentives, and parties) for students, and volunteering in the media center and the classroom are just a few of the ways our parents contribute to making Merrywood a "special" place to learn and work.

Students and teachers are to be commended for attaining Adequate Yearly Progress for the prior school year.

At Merrywood we remain committed to our mission which is to educate all students for tomorrow's world by providing challenging learning experiences, encouraging responsible caring citizenship, and nurturing the development and potential of each child.

Patricia D. Vahjen, Principal
Sheree Hill, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	68	47
Percent satisfied with learning environment	87.5%	89.7%	85.1%
Percent satisfied with social and physical environment	93.8%	92.6%	82.6%
Percent satisfied with school-home relations	87.1%	92.6%	81.8%

*Only students at the highest elementary school grade level at this school and their parents were included.